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Vermont School Effectiveness Indicators 2013 – 2014

	Indicator
Systemic and Comprehensive Approach	
SCA01	The principal provides managerial leadership for a multi-tiered model for focused academic and discipline/student management processes. (3523)
SCA02	Decision making protocols for supplemental intervention are in place, including guidelines for how students will enter into or exit from supplemental intervention. (3524)
SCA03	Staff interactions in all meetings and in the instructional setting reflect a climate of trust, respect, and collaboration that is focused on norms and adult social and emotional competencies. (3525)
SCA04	The school maintains an official document that clearly defines the curriculum and instruction for each tier in reading, mathematics, written language, and social behavior. (3526)
SCA05	The school's discipline policy outlines developmentally appropriate consequences, endorses positive behavior management strategies, and guides teachers in using misbehavior as an opportunity to reinforce social-emotional learning skills and concepts. (3527)
SCA06	The traditional roles of the principal and other administrators (e.g. management, discipline, security) are distributed to allow adequate time for administrative attention to instruction and student supports. (3528)
SCA07	Teams of special educators, general education teachers, and related service providers meet regularly to enhance/unify instructional planning and program implementation for all students including students with disabilities. (3529)
SCA08	A data management system is in place with necessary technology support to provide the School Support Team, teachers, and professional staff with timely information on each student. (3530)
SCA09	The school's leadership teams regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs. (3531)
SCA10	School leaders routinely monitor the fidelity of ongoing MTSS or systems implementation. (3532)
Effective Collaboration	
EC01`	District and school leadership promote a sense of community, cooperation, and cohesion among teachers and staff to support the work of learning. (3533)

EC02	A team structure is officially incorporated into the school improvement plan and school governance policy. (3534)
EC03	School leadership teams provide a system of support for teachers through coaching, resource materials, mentoring, peer observations, and problem solving. (3536)
EC04	School leadership teams share in decisions of real substance pertaining to curriculum, instruction, and professional development. (3537)
EC05	Parents participate in regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success. (3538)
EC06	The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement. (3539)
EC07	Instructional Teams (including special educators and related service providers) meet for blocks of time sufficient to develop and refine units of instruction and review student learning data. (3540)
EC08	School Leadership Teams regularly looks at multiple measures (e.g. behavior data, aggregated classroom observation data, and school climate surveys of staff, students, and parents) and use this data to make decisions about student social emotional learning. (3541)
High Quality Instruction and Intervention	
HQII01	All teachers individualize instruction based on data to provide support for some students and enhanced opportunities for others. (3548)
HQII02	All teachers model, teach, and reinforce social and emotional competencies. (3549)
HQII03	School teams base decisions about interventions (instructional and support) on data from continuing progress monitoring throughout the multi-tiered process. (3542)
HQII04	Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. (3543)
HQII05	Instruction and intervention at all tiers are guided by an articulated framework for curriculum, instruction, and assessment, aligned with CCSS. (3544)
HQII06	Instruction and intervention at all tiers are focused on helping students think critically, problem solve, reason abstractly and quantitatively, construct viable arguments, and critique the reasoning of others. (3546)
HQII07	All teachers use learning activities aligned with social and emotional learning objectives to meet the individualized learning needs of all students. (3550)
HQII08	Units of instruction and activities are aligned with IEP goals and objectives for students with disabilities. (3545)
HQII09	Students with disabilities are provided with and taught effective ways to use assistive technology to support their individual learning needs. (3552)
HQII10	The school provides all students with academic supports (e.g. tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation. (3553)
HQII11	The school provides all students with academic supports (e.g. supplemental interventions) when needed to enable them to succeed in rigorous coursework for college and career readiness. (3554)
HQII12	The school provides all students with opportunities to learn through non-traditional education settings (e.g. virtual courses, dual enrollment, service learning, and work-based internships). (3555)
HQII13	All teachers seek student input around their interests in topics as a way to increase motivation to learn. (3551)

Comprehensive Assessment System	
CAS01	Data included in the management system are data collected from a variety of sources; i.e. academic, medical, developmental, vision/hearing, familial/cultural, curriculum-based measures, parent and student interviews and behavioral and classroom management data. (3556)
CAS02	Teams and teachers receive timely reports from the central database to assist in making decisions about each student's placement and instruction. (3557)
CAS03	The school's teams (Leadership, Instructional, Multi-Tiered System of Support (MTSS), for example) each meet to examine the building-wide data after each screening to consider core effectiveness and instructional groups. (3558)
CAS04	Diagnostic assessments are conducted for individual students as needed to adapt instruction and support interventions to address student needs. (3559)
CAS05	School staff receives ongoing professional development on all assessments and assessment procedures. (3563)
CAS 06	The student report card shows student progress toward meeting the social-emotional learning objectives. (3561)
Well-designed Professional Learning (Expertise)	
WPL01	Professional development programs include assistance in working effectively with parents. (3562)
WPL02	The school's leadership team uses data and input from educators, staff, the District/ SU, and community collaborators to determine professional learning needs. (3564)
WPL03	Staff development for MTSS is built into the school schedule for support staff as well as classroom teachers. (3565)
WPL04	Educators and staff learn skills and strategies for how to work effectively as a professional team and how to effectively use collaboration time. (3566)
WPL05	School staff receives ongoing professional development on the subject content they are expected to teach. (3567)
WPL06	School staff receives ongoing professional development on instructional methodology for the programs they are expected to teach. (3568)
WPL07	Professional development for the school staff includes social and emotional learning objectives, skills, strategies and conditions for learning. (3569)
WPL08	Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observation of indicators of effective teaching. (3570)
WPL09	The LEA/school sets goals for professional development and monitors the extent to which it has changed practice. (3571)